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ABSTRACT

This book is a collection of essays about science-technology-society (STS) education for school science that examines new challenges and new questions in the domain of STS education. The book does not employ a purely academic approach found in science studies, yet almost every chapter shows some reflection on the historical, philosophical, or sociological aspects of science and technology. The book is divided into five sections. Part I, "Rationales and Challenges," describes the roots of STS education, clarifying the current debate between supporters of STS and those of traditional science teaching . Part II, "STS in Science Classrooms," examines the pragmatic heart of STS, projects, and programs as they actually exist in classrooms. The content of Part III, "Public Understanding and Cultural Diversity," considers the cultural aspects of science education and argues that STS successfully addresses such problems as the understanding of science by the public in western countries, and the challenge of teaching science in non-Western communities. Part IV has two chapters devoted to "Gender Questions and STS" that analyze the reasons women often feel alienated from existing "valid and neutral" science, and considers gender anomalies and enigmas both inside and outside the classroom. The final section, "Research into STS Education," gives emphasis to research into STS education by reviewing and critically discussing the research itself as well as describing innovations where learning, teaching, and researching form a coherent whole. The work of educational leaders presented includes Joan Solomon and Glen Aikenhead (editors), Peter Fensham, David Layton, Hilary Rose, Herb Thier, Bill Williams, and John Ziman. Contains approximately 550 references. (LZ)

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